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ABSTRACT

The 32 ideas for activities described in this document have been collected to help the reading teacher to teach reading comprehension skills. Activities, listed according to their purpose, concentrate on specific skill areas which give children difficulty, such as following directions, finding the main idea, recognizing sequence, understanding inferences, and relating cause and effect. A bibliography is included. (JM)

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READING

COMPREHENSION

IDEA BOOK

Charles Broward

Edward Turner

T. Frederick Fey

CS 003 052

INTRODUCTION

This booklet contains ideas for the teacher of reading to help her as she teaches reading comprehension skills. It is by no means an exhaustive list. We hope that by starting with these activities, the teacher will develop some of her own to use. We have tried to concentrate on some specific areas that give children difficulty. We hope that by using some of the ideas in this booklet the teacher will find it easier to teach comprehension.

We are also interested in obtaining information about the effectiveness of these activities with children. We need your assistance in this important task. After you have used the activities with your children, we will want to know your reactions to them.

It should be remembered that this booklet is a "seed" of ideas. It needs to be expanded by the users, as they create other ideas. The booklet is in workbook form. It has purposefully been fastened so it is easy to take apart. We have Xeroxed it because Xeroxing permits easy thermal duplication for classroom use of the patterns included in the activities.

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1.

SKINNI-BOOKS

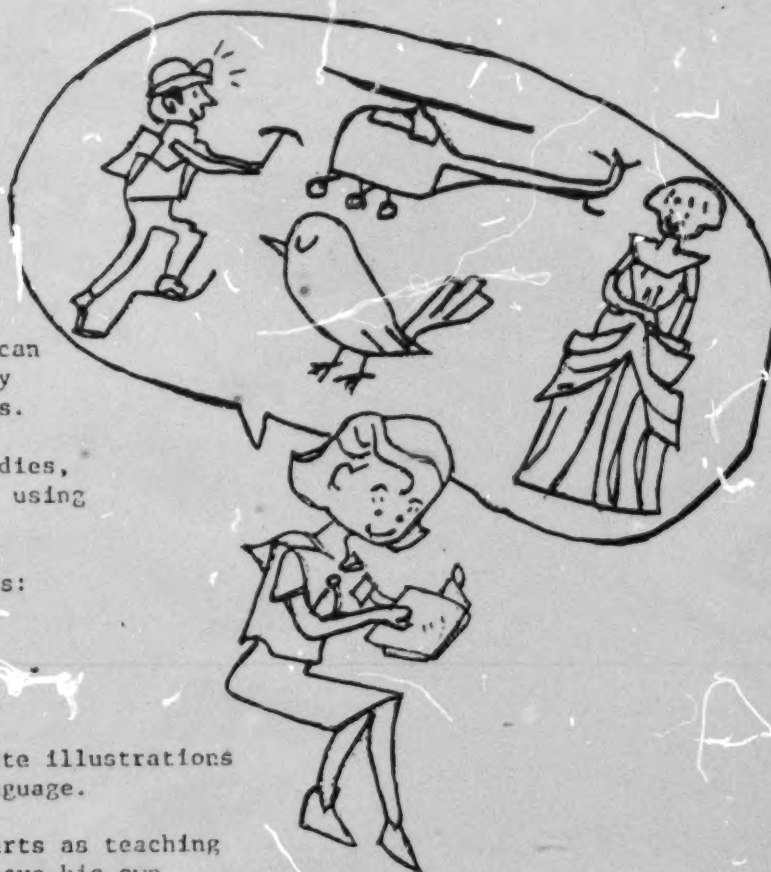
PURPOSE: Motivation

Old books are often left to be discarded or gather dust in a corner. The following pages give the teacher ideas of what to do with the covers and stories from these books. We hope you will add some good ideas of your own.

WAYS TO USE SKINNI-BOOKS

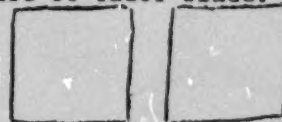
(Recycle those Old Books)

1. Give them to children in your class who don't have books.
2. Each child in your class can have his own dictionary by making skinni-dictionaries.
3. Teach science, social studies, math and language arts by using skinni-books.
4. Use the old book covers as:
 - a. slates
 - b. clip boards
 - c. to make new books
 - d. a mini-bulletin board
5. Cut, dry mount and laminate illustrations for display or use as language.
6. Make maps, graphs and charts as teaching aids. Each child could have his own materials rather than sharing one large teaching aid.
7. Use mounted illustrations, maps, graphs and charts on the opaque projector.
8. Reproduce print and illustrations in making transparencies.
9. Skinni-book bibliographies can be collected by teachers for reference use.
10. Assemble skinni-poetry books.



MAKING NEW BOOKS FROM OLD

1. Remove back from discarded books with e-xacto knife or razor blade.



2. Tape across spines with masking tape on both sides of book backs. Tape should be at least 1" across. Five strips are needed.

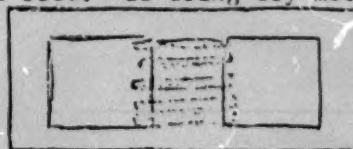


3. Cut, fold and sew appropriate size paper.

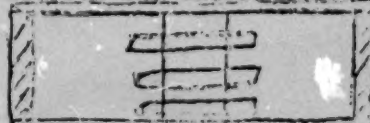


4. Cut selected fabric covering large enough to cover backs and overlap inside of book covers. Fabric should be approximately 2" larger than book backs.

5. Place dry mount tissue between fabric and book backs. Set iron at medium temperature and press hard against fabric side. If using dry mount press sets press at 270°.



6. Turn and fold corners and press to inside of book cover. Use additional dry mount tissue if necessary. Trim and cut out any excess tissue.



7. Cover inside book surface with dry mount tissue the exact size of the book pages. Tack tissue several times to hold in place.

8. Place book pages inside book cover. Press front and back pages of book onto book back. Close book and press outside spine of book. It will cause book to close better. Your "New Book From Old" is now ready for use.



- 4
- HINTS:
1. If you do not prefer using dry mount tissue, Elmer's glue thinned with very little water may be brushed onto the book backs and fabric applied to this. Entire process may be completed with glue.
 2. If book backs are not available, light weight cardboard or tag board may be used as book backs.
 3. Dry out book backs in dry mount press prior to covering process. The dry mount tissue will adhere better.
 4. During pressing stages of process, do not shift book until it has cooled. The fabric will hold better.
 5. Have students "produce" contents of book, then cover backing. Each student will be so proud to have his own personal, individually made book.

LOTS OF LUCK!!

LUNCH BOX

PURPOSE: Following Directions and Sequence

The purpose of the lunch box game is to teach students to follow directions. The directions may be read aloud or played on a cassette player so the students can have a listening activity. The sandwich exercises teach sequencing by asking students to list the order they put a sandwich together. "Try It!"

"FOLLOWING DIRECTIONS SURVIVAL WORDS"

Listed below are words that are commonly used in written directions in activities for children. We all too often assume that children know and understand these words, when; in fact, their definitions of these terms may be far different than ours! Consequently, it might be wise to make a "survival list" for children, either as part of a activity, or as a poster display, to assure that everyone in your classroom understands the words in the same way.

add	example	prefix
affix	fill in	question
after	first (all	read
alike	ordinals)	rhyme
alphabet	folo	rhyming
alphabetical	folder	right
answer	glue	ring
answers	hold	row
antonym	homonym	same
around	horizontal	say
array	how	section
before	in between	sentences
begin	in front of	sentence
beginning	last	silent
behind	left	silently
below	line	singular
blank	make	space
bottom	mark	spaces
box	match	spell
circle	middle	spelling
color	miss	start
column	missing	stop
corner	multiply	subtract
cross out	opposite	top
cut	order	trace
difference	over	twice
different	page	under
direction	paint	underline
divide	paper	vertical
dotted	paragraph	what
draw	part	when
end	paste	where
ending	phrase	which
erase	picture	who
estimate	plural	why

LUNCHBOX GAME

NEEDED:

1. LUNCHBOX
2. FOOD
3. WORKSHEETS
4. FOLDER
5. INSTRUCTIONS

INSTRUCTIONS FOR PLAYING GAME: (written on front of lunchbox)

1. Some foods are in the lunch box. Take some you like.
Use them to make a sandwich.
2. Get a worksheet. Write down how you made your sandwich. Draw a picture of your sandwich.
3. Give your worksheet to a friend. See if a friend can make your sandwich.
4. Put your worksheet in the sandwich folder. We will save them for a "Class Sandwich Book."

FOLLOWING DIRECTIONS

A Good Sandwich

8

Write how you made your sandwich on this slice of bread.



Draw your sandwich on the back of this slice of bread.

Name _____



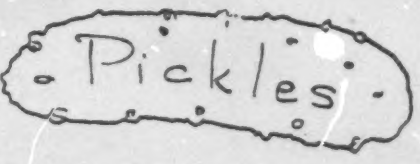
Mayonnaise



Hamburger



Pickles



Pickles



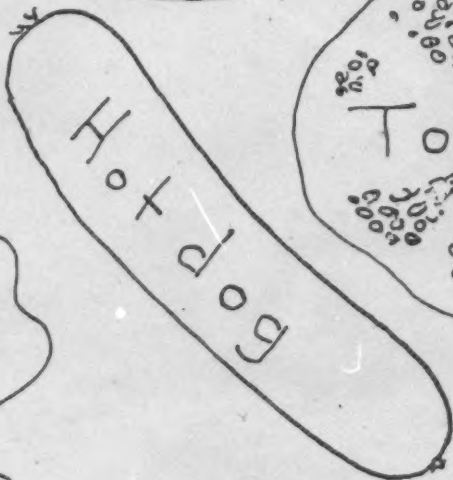
Lettuce



Onion



Tomato



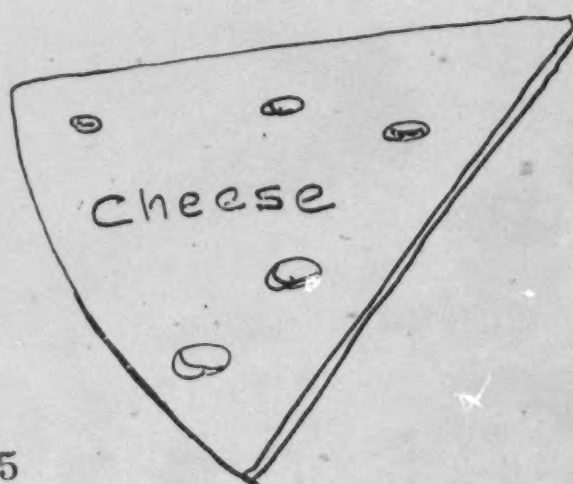
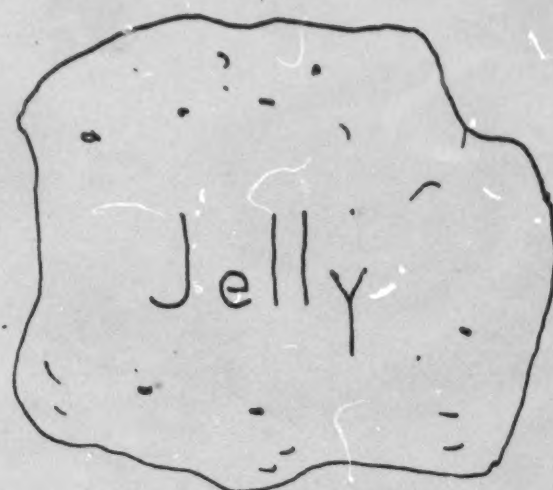
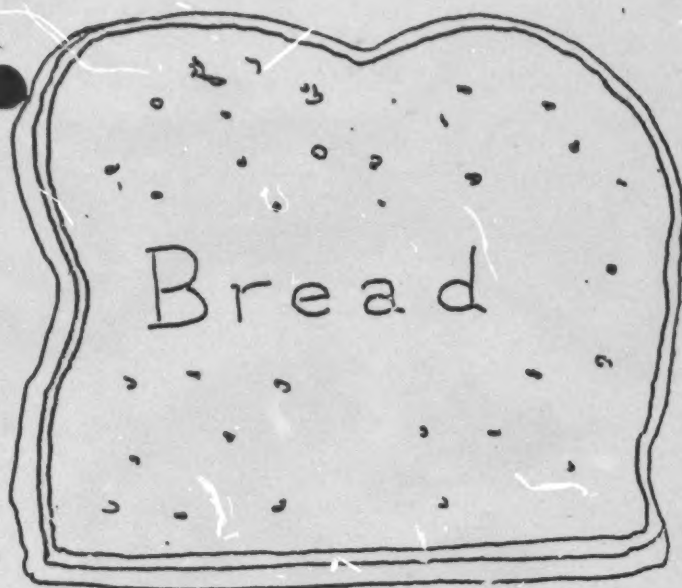
Hot dog

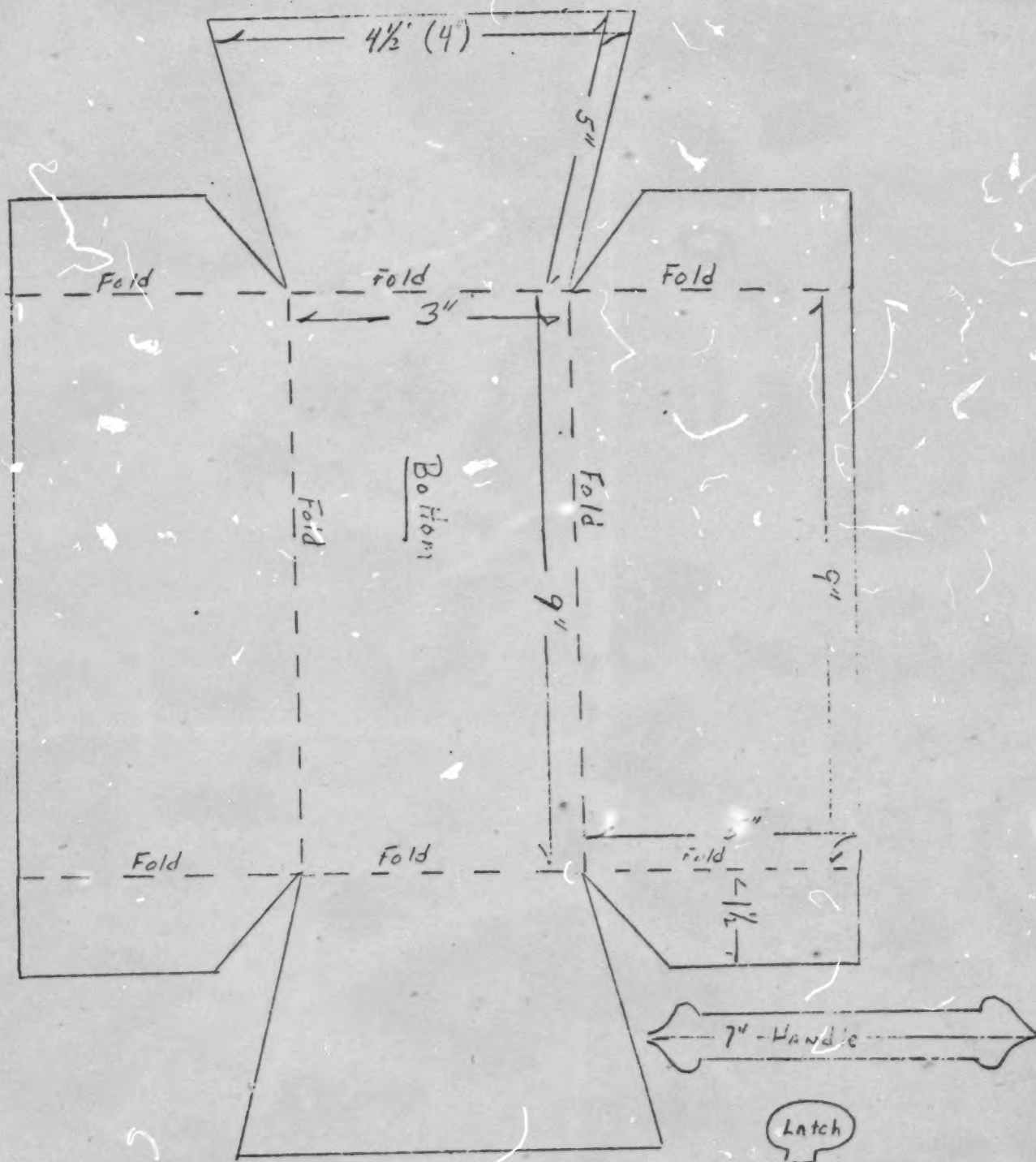


Ketchup



Banana





TO MAKE A LUNCH BOX YOU WILL NEED TWO BOXES: ONE FOR A TOP AND ONE FOR A BOTTOM. THESE ARE IDENTICAL. TRANSFER AND ENLARGE THE PATTERN TO A PIECE OF POSTER PAPER. CUT IT OUT AND FOLD AS INDICATED. USING A LONG STRIP OF MASKING TAPE, HINGE THE TWO PORTIONS OF THE BOX TOGETHER. PUT HANDLE ON TOP AND STAPLE LATCH TO SIDE NOT HINGED.

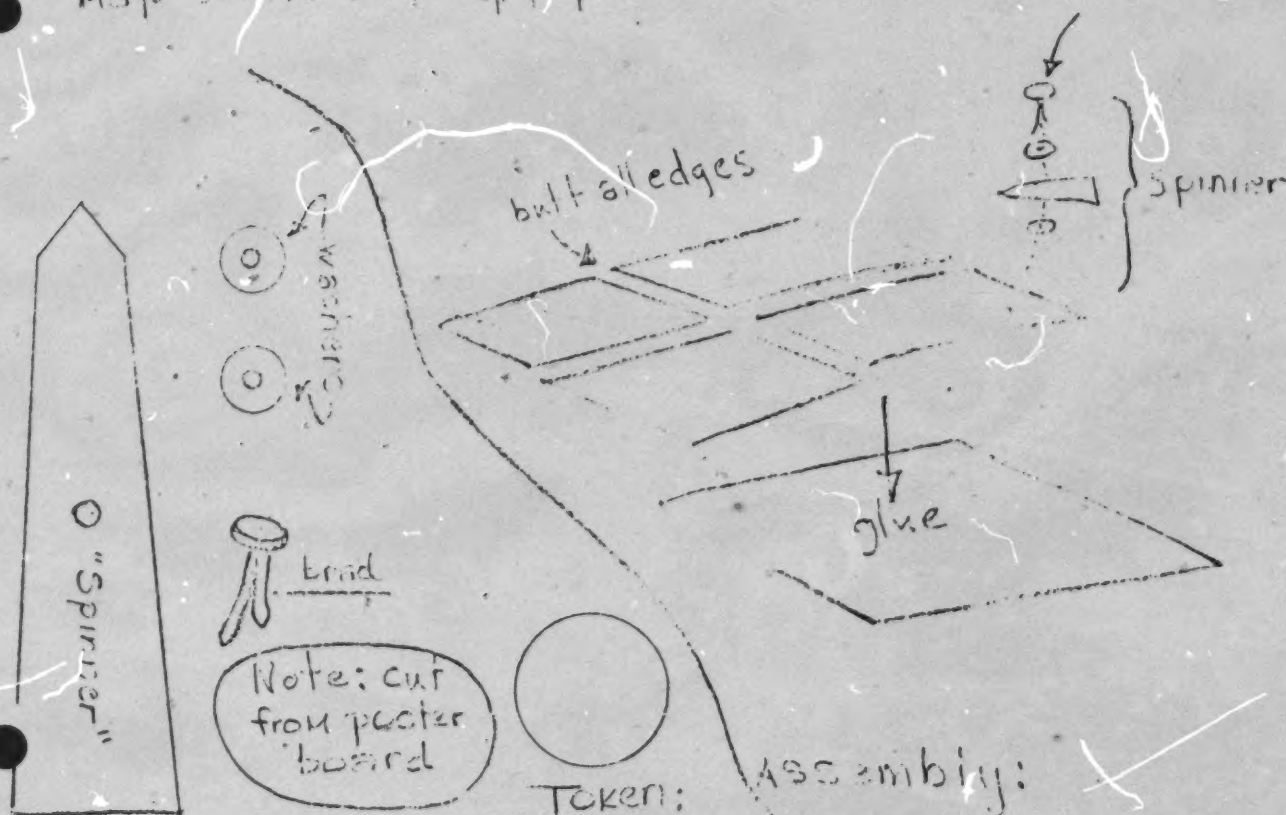
TREASURE HUNT

PURPOSE: Following Directions.

Treasure Hunt uses a game board to help teach students to follow directions. It also allows the students to interact in small groups in the classroom. The basic game board idea can be adapted to many other learning games by a creative teacher.

THE Following Directions Treasure Hunt Game

1. CAREFULLY Trim the 4 QUADRANTS of the map & glue them to a sheet of poster board. By trimming each sheet to the dots at the corner of each sheet you'll be assured of close alignment of the finished product. But glue the edges of each sheet — (see below)
2. Use permanent magic markers, etc. to color the map.
3. Cut out a spinner & player tokens & affix to map with brad & paper in center.



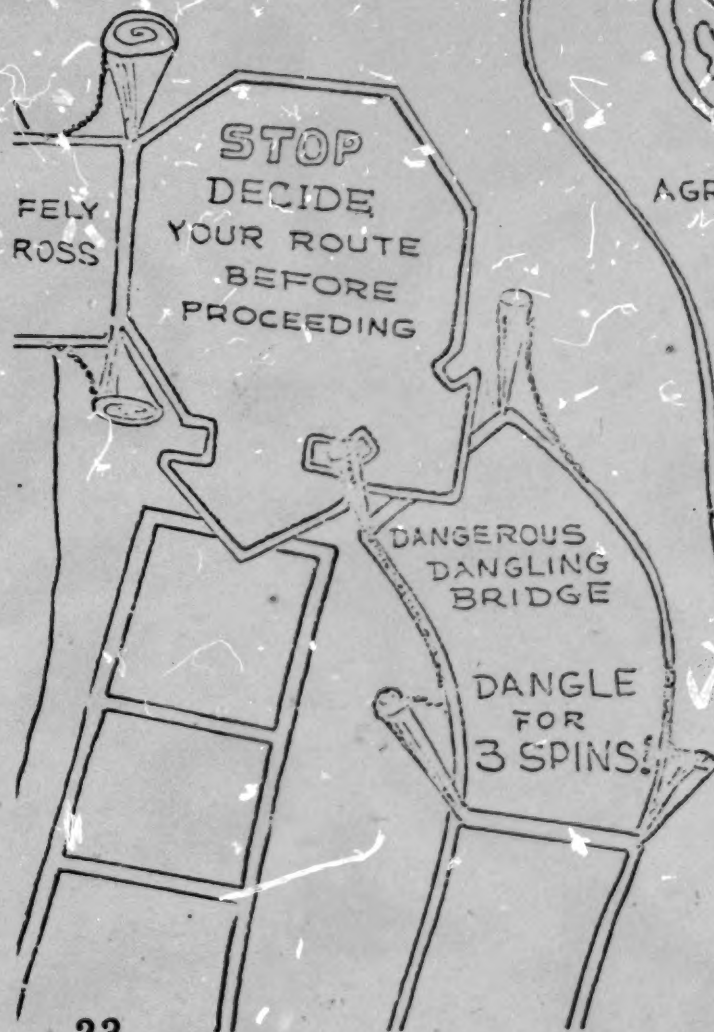
THE FLOWN BIRD TREASURE HUNT GAME





Directions:

1. DECIDE PLAYING ORDER
2. BEGIN AT "START." EACH PLAYER MOVES HIS PIECE 1, 2, OR 3 SQUARES, BY SPINNING THE "SPINNER"
3. CAREFULLY READ, AND FOLLOW THE DIRECTIONS IN THE SQUARE YOU LAND ON.
4. GOOD LUCK!



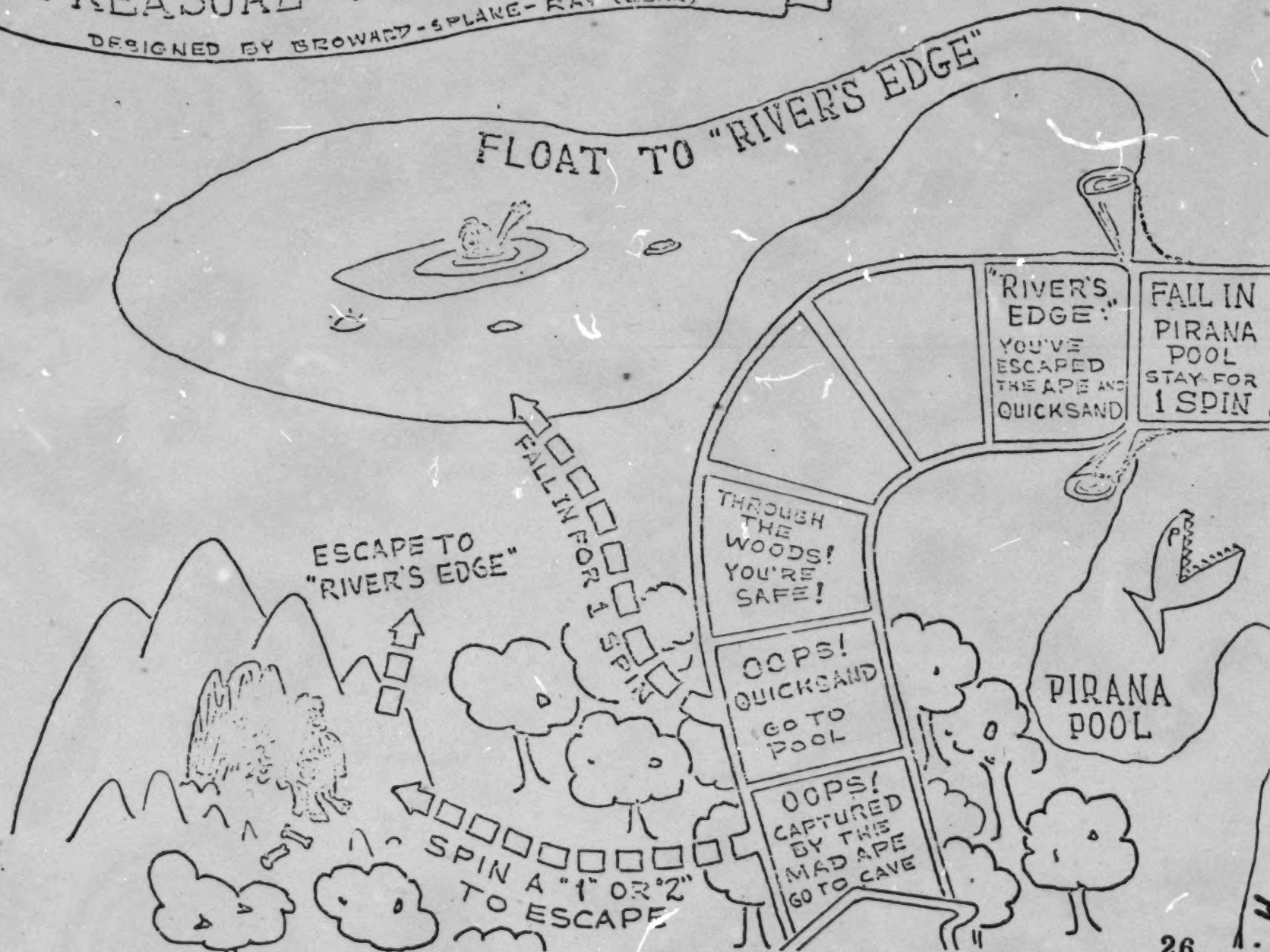
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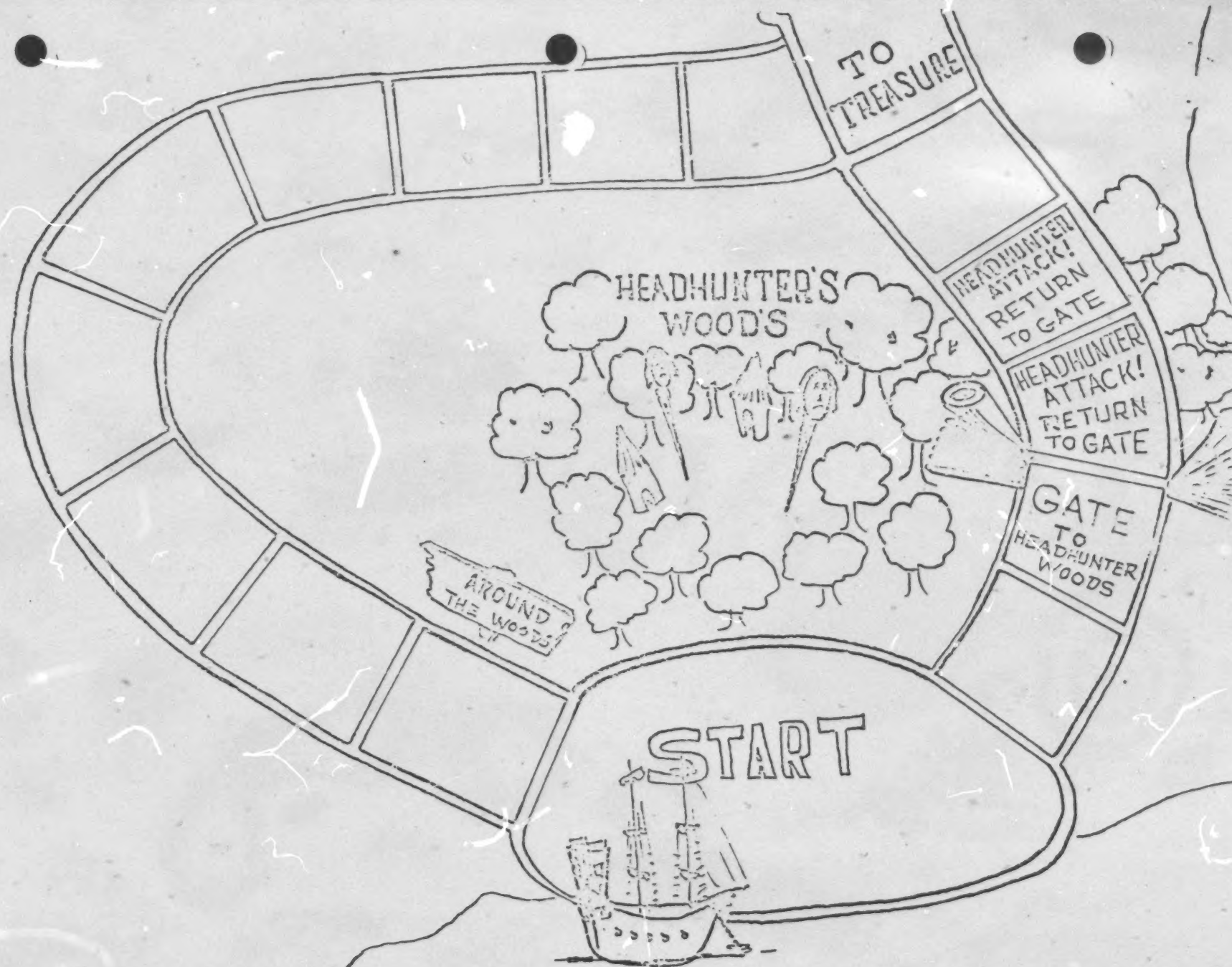


24

THE FOLLOWING DIRECTIONS TREASURE HUNT GAME

DESIGNED BY BROWARD-SPLAKE-RAV (ESAA)





27

RIM OUTSIDE
DOTS

28

B:

READ IT-DO IT-NAME IT

PURPOSE: Following written directions.

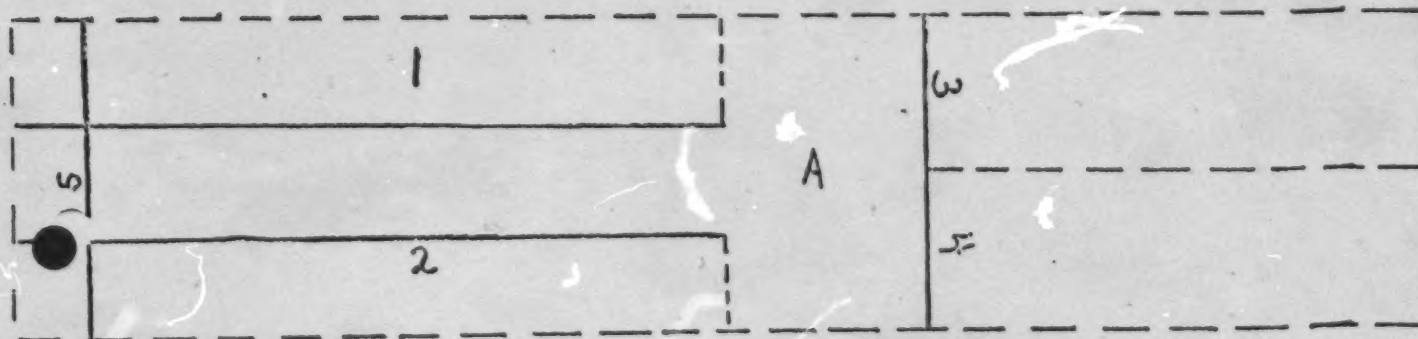
This activity capitalizes on the curiosity of children. If they can follow directions they will have fun thinking of the name of this object.

Have fun!

READ IT! DO IT! NAME IT!

Purpose: *After completing this activity, the student should be able to follow written directions to make a simple object.*

1. Provide students with copies of the figure below and the following written directions:
 - a. Cut along all of the dotted lines.
 - b. Fold forward along line 1.
 - c. Fold forward along line 2. (This will overlap.)
 - d. Write your name on section A.
 - e. Fold forward at line 3.
 - f. Fold backward at line 4.
 - g. Fold forward along line 5.
 - h. Stand up, hold the object high in the air, and let it drop.
 - i. What have you made? Give it a name!
2. Students may then write their own directions for making simple objects and trade them with a friend for "trying them out"!



TELEGRAM

PURPOSE: Main Idea

This activity gives children a chance to learn how to write creatively on one topic. The student chooses the main idea from the fourteen suggestions provided and then develops in ten words or less a very precise statement about the subject.

MAIN IDEA TELEGRAM WHEEL ACTIVITY

Directions:

1. You are to write a telegram using ten words or less.
2. Spin the wheel to determine the topic for your telegram.
3. Use the blank telegrams provided in the envelope.
4. When you are finished, return your telegram to the envelope marked finished telegrams.

Telegram Wheel Suggestions:

1. Write a telegram to your sister who just had triplets.
2. Write a telegram to your Grandmother who just won the Irish Sweepstakes.
3. Write a telegram to the Shah of Iran concerning the price of oil.
4. Write a telegram to Gerald Ford concerning inflation.
5. You have just found a briefcase of confidential government papers reported missing. Send a telegram to the F.B.I. notifying them.
6. Send a telegram to your rich uncle who has just recovered from a rare tropical disease.
7. Your closest friend has moved to another city. He has just been chosen "best athlete" for the 1974 season. Send a telegram congratulating him.
8. You are absolutely wild about a new song by Elton John. Write a telegram telling him about your enthusiasm.
9. Write a telegram to a friend who has just won a watermelon eating contest.
10. Write a telegram to your mother telling her you are the first stowaway to the moon.
11. Write a telegram to your father telling him you were just hijacked to Transylvania.
12. Write a singing telegram to your friend who just won the grand prize on "Let's Make A Deal" while dressed as a dart board.
13. You just put your dog on a plane to Denver. Suddenly, you remembered the people you are sending your dog to moved to San Francisco. You need to notify Eastern Airlines concerning your dog's location.
14. Write a telegram to a sugar manufacturer protesting the high cost of sugar.

Main Idea

TELL-A-GRAM

NAME: _____

DATE: _____

DEAR: _____

FROM: _____

ESAA-GRAM

TELL-A-GRAM

NAME: _____

DATE: _____

DEAR: _____

FROM: _____

TABLE GAME

PURPOSE: Main Idea

This game provides students with practice matching details with a main idea. Playing cards with clues related to holidays are used. They student must collect those clues that go together and identify the holiday.

Sometimes the students get very enthusiastic about playing this game. The teacher might need to redirect their attention to finding the main idea, rather than winning the game.

THE TABLE GAME

NEEDED:

1. playing boards - tables labeled with main idea
2. playing cards - pictures and/or words of details of the main ideas.

OBJECT OF THE GAME:

To find all four cards that go with your holiday table.

DIRECTIONS:

Each player takes a game board with the name of a holiday on it. The dealer mixes the cards and deals out three cards to each player face down. The rest of the cards are used to make a game pile, which is placed face down in the center of the table.

The player to the left of the dealer takes the top card from the game pile. He then places on the legs of his holiday table any cards from his hand which fit with that holiday. When he finishes playing, he starts a discard pile by placing any one of the cards in his hand face up in the middle of the table.

The next player has a choice of drawing a card from the game pile (which he cannot see) or from the discard pile (which he can see). He then plays any cards from his hand that match his holiday, and in the end puts one of his cards on the discard pile.

Each player takes his turn around the table. The first player to find all four legs of his holiday table wins.

Note: When there are more cards in the game pile, the cards in the discard pile can be mixed and then used face down for the game pile.

To give the playing board multiple uses, identify the main idea or topic with a grease pencil, water-based pen, masking tape, or small card.

This game maybe played competitively by several students or a single board and set of cards used by one child for classification.

VARIATION:

1. Match colored picture to color word on table.
2. Match pictures to letter sound.
3. Match math equations to numerals.
4. Match pictures of metal objects to the word magnet.
5. Match cities to states.
6. Match countries to continents.
7. Match types of animals to the class name.
8. Match multisyllabic words to a number representing the number of syllables in word 5.
9. and ETC.

THE TABLE GAME "PLAYING CARDS"

HALLOWEEN

THANKSGIVING

4TH of JULY

CHRISTMAS

VALENTINE'S DAY

EASTER

GLUE TO POSTER BOARD, OR LAMINATE,
AND CUT APART

ESAA PROJECT AID '75



WITCH



BLACK CAT



GHOST



JACK O' LANTERN



TRICK or TREAT



TURKEY



PILGRIM



INDIAN



FEAST



CORN



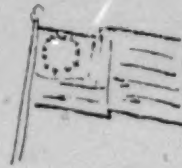
FIREWORKS



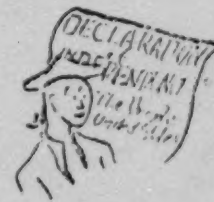
LIBERTY BELL

1776

JULY 4,



FLAG



"LIBERTY"



SANTA CLAUS



STOCKING



RUDOLPH
THE RED-NOSED
REINDEER



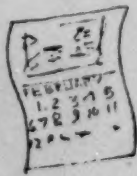
ANGEL



BETHLEHEM



HEARTS



FEBRUARY



"LOVE"



CARDS



CANDY



EGGS



BUNNY



BASKET

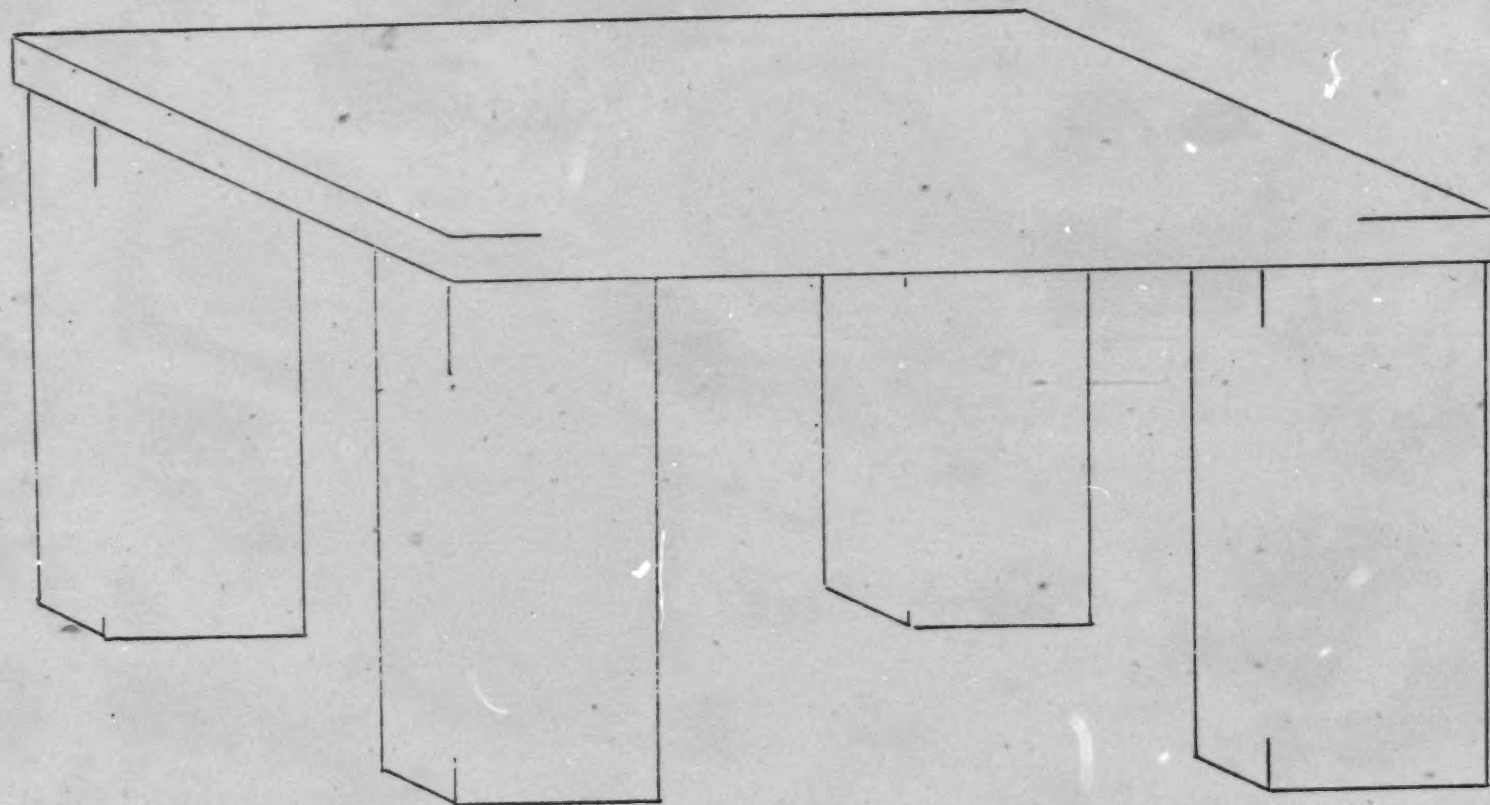


CHURCH



CROSS

The Table Game



COMPLEXITY

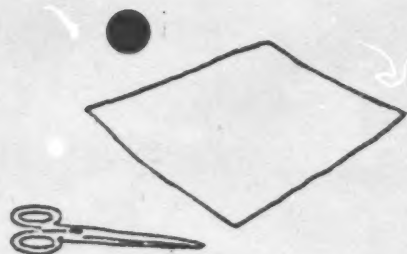
PURPOSE: Main Idea

This group of activities provides a way for children to move from simple classification tasks such as organizing pictures, to more complex tasks such as outlining.

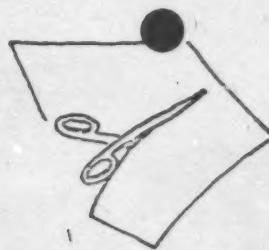
SEQUENCING CARDS

PURPOSE: Sequence

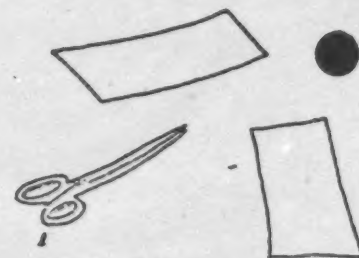
The teacher colors in and cuts up the pictures in the sequence and then places them in envelopes. The students must unscramble the order to put the pictures in the correct sequence. If a number for the proper order is placed on the back of each picture, the students can check their own work.



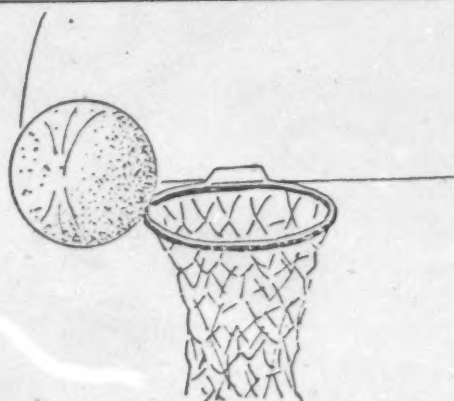
ESAA



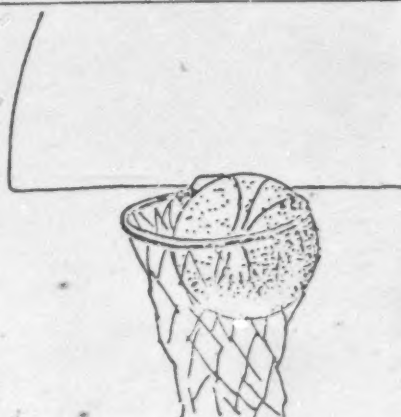
ESAA



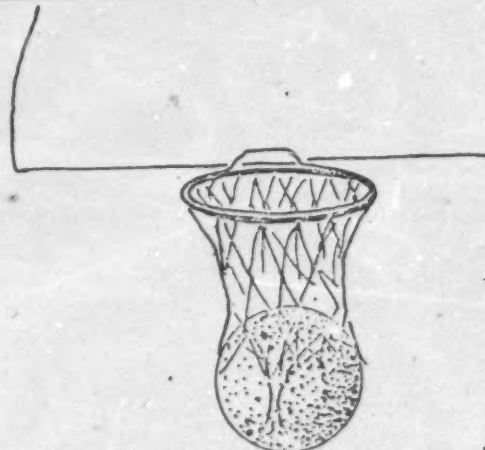
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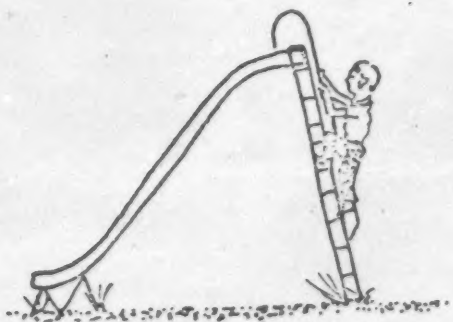
ESAA



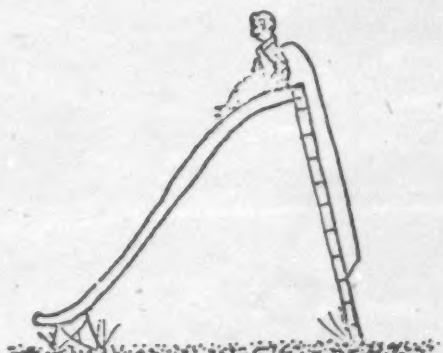
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ESAA



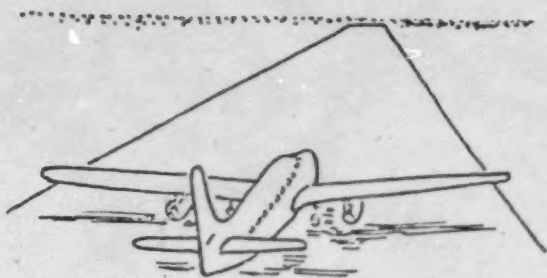
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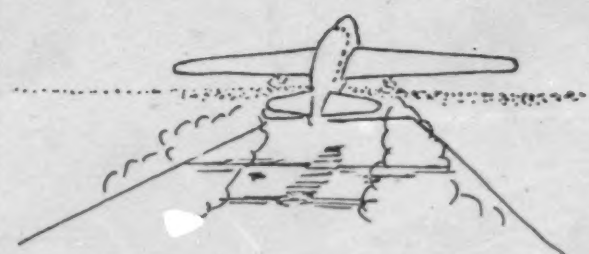
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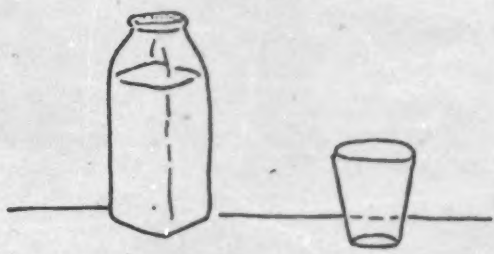
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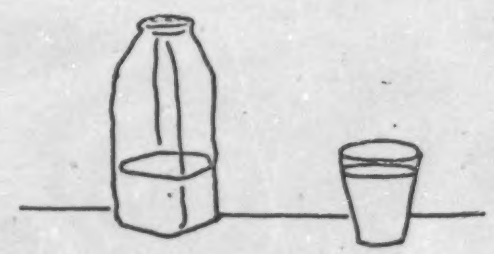
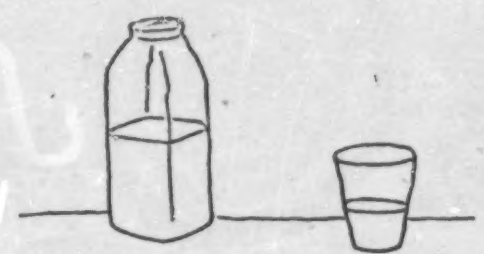
ESAA



ESAA



44



45



ESAA



ESAA



ESAA



ESAA



ESAA



ESAA



46

ESAA



ESAA



47

ESAA

SELF-CHECKING FOLDER

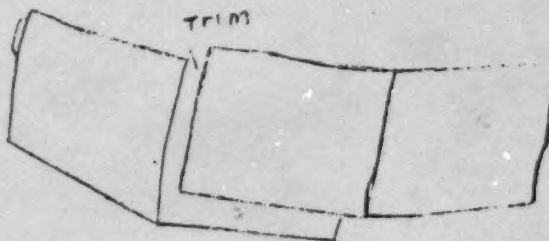
PURPOSE: Teaching center individualized self-checking folders

The following self-check folder can be used with any teacher-designed activity. The purpose is to allow the student to practice a specific skill without assistance. The student can complete the specific task worksheet in the folder or group of folders so that he can master the task.

MAKE A SELF-CHECKING ACTIVITY FOLDER FOR STUDENTS

YOU WILL NEED, FOR EACH ACTIVITY, TWO FILE FOLDERS, A PAIR OF SCISSORS, OR SHARP KNIFE, AND A STAPLER.

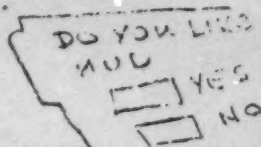
FIRST, TRIM ONE FOLDER SO THAT IT CAN BE STAPLED TO ANOTHER ONE TO FORM A "THREE FOLD" UNIT (SEE ILLUSTRATION) YOU WILL NEED TO TRIM OFF ONE OF THE IDENTIFICATION TABS TO PERMIT THE FOLDER TO FOLD FLAT....



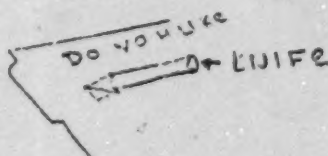
STAPLE THE TWO FOLDERS TOGETHER....



WRITE YOUR QUESTIONS ON THE FRONT PAGE....PLACE THE MULTIPLE CHOICE ANSWERS OR RESPONSE SPACE BELOW THE QUESTION....



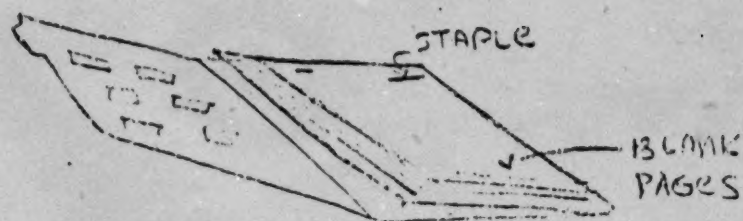
THEN, CAREFULLY CUT OPENINGS AT THE ANSWER SPOT (CUT ONLY THROUGH THE FIRST PAGE OF THE FOLDER...)



NOW, UNFOLD THE CENTER PAGE OF THE FOLDER AND WRITE IN THE CORRECT ANSWERS ON THE BACK, OR MIDDLE PAGE OF THE TRIPLE FOLDER (THIS IS THE SELF-CHECK FEATURE)....



NOW, STAPLE BLANK SHEETS OF PAPER TO THE RIGHT HAND FOLD OUT. THIS IS THE STUDENT RESPONSE PAGE...THE STUDENT WRITES ON THIS PAPER SEE ILLUSTRATION ON FOLLOWING PAGE...



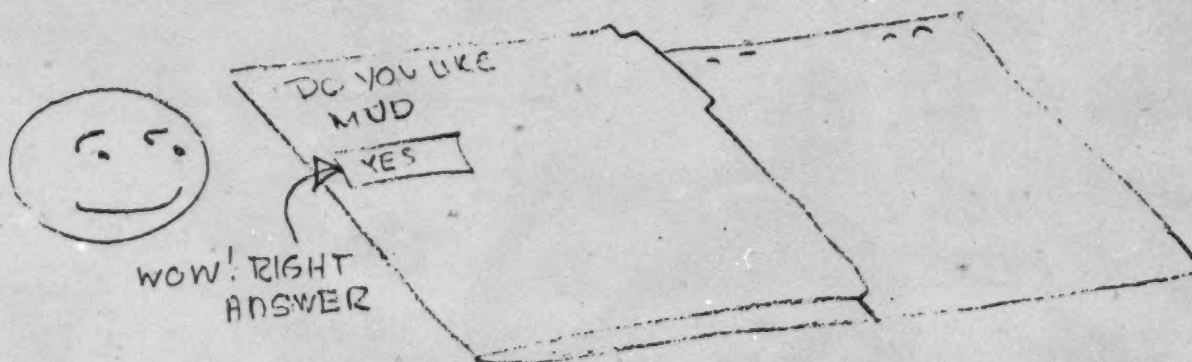
TO USE THIS SELF-CHECK FOLDER, EXPLAIN TO THE STUDENT THAT HE MUST WRITE HIS ANSWERS IN THE OPENINGS ON THE FIRST PAGE, THEN, WHEN FINISHED, HE IS TO TEAR HIS PAGE OUT OF THE FOLDER, AND..



THEN OPEN THE RIGHT HAND PAGE OF THE FOLDER AND FLIP THE FIRST PAGE IN PLACE, LIKE THIS....



THE CORRECT ANSWERS WILL MAGICALLY APPEAR IN THE ANSWER HOLES.



MINI-ELECTRIC CARD

PURPOSE: To provide a novel drill activity.

The electric card is a fun activity for students. It is a self-checking activity that can be used to give reinforcement to a previously taught skill. The flashing light lets the child know his answer is correct. The important thing is the cards that have been made for practice.

HOW TO MAKE A MINI-LECTRIC CARD

YOU WILL NEED:

- some 5 x 8 file cards
- some heavy duty tinfoil
- rubber cement or white glue
- scissors
- colored pens, etc.
- a paper punch

FIRST, decide what you want on the card. It is easiest to keep the card simple... e.g., a simple yes-no, or either-or choice. However, depending on your imagination, many things can be done.

THEN, punch the response holes in the card (see fig. 1)

THEN, decide which hole will represent the correct answer, and which hole will represent the "common" hole. Cut a double thickness of tinfoil to reach, and cover the two holes.

GLUE this tinfoil down with glue. Put the glue on the paper, not the tinfoil (glue is an electrical insulator). (see fig. 2)

THEN, in the same manner, cover the incorrect answer holes with small pieces of tinfoil. This will cover all holes with tinfoil, and "help the student learn without guessing" MAKE SURE THE PIECES OF TINFOIL DO NOT TOUCH! (see fig 3)

THEN, coat the entire back of the card (the tinfoil side) with glue and cover it with another card. This will protect the tinfoil, and create a sturdy card. (see fig 4)

THEN, finish up your artwork and test the card with a modified flashlight to make sure it works.

THE FLASHLIGHTS:

The electric boards take the place of the switch in the flashlight. Consequently, when a child makes contact with the correct answer holes on the cards you have made, the flashlight turns on. There are various ways of modifying flashlights to work with the mini-lectric cards.

We have used small pocket lights from RADIO SHACK (about 70¢). If they are taken apart, the small thumbwheel can be removed, and two pieces of wire can be attached to the remaining small pieces of metal. When the wires are touched together, or to the correct holes on a mini-lectric card, the lamp will light.

Other small lights will work as well. (see fig 5 for suggestions)

Please feel free to contact the Learning Resources Center, Alachua County Schools, or C.S. Broward, ESAA Mobile Team, Prairie View School, Annex A for assistance.

HOW TO MAKE A MINI-'LECTRIC BOARD, ILLUSTRATIONS

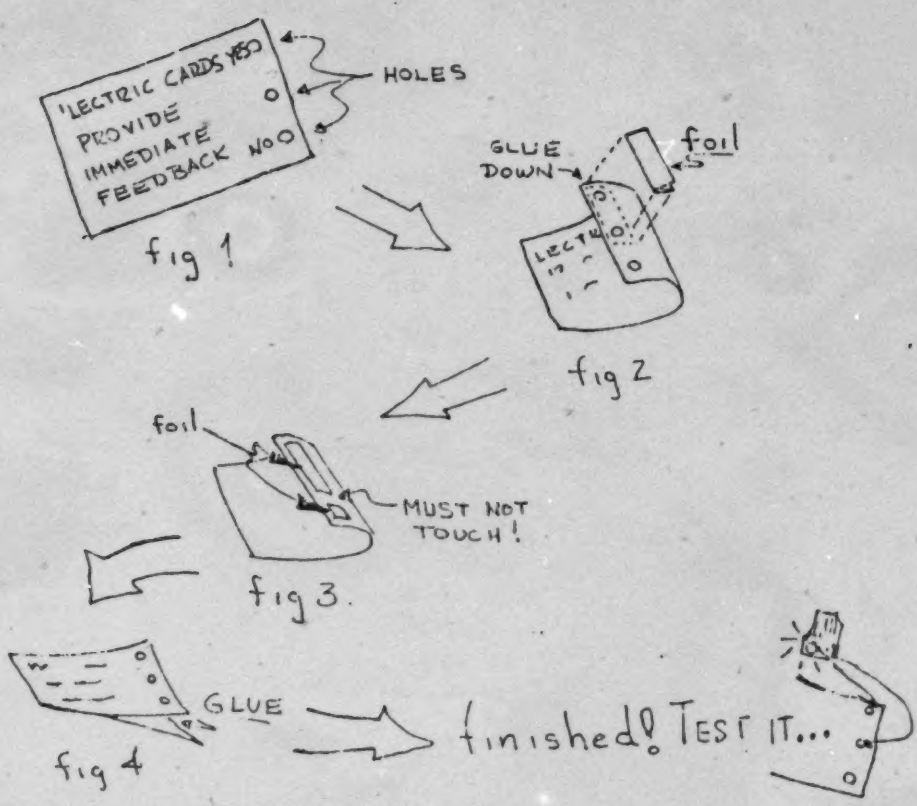
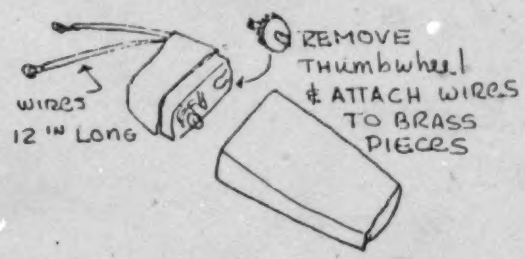
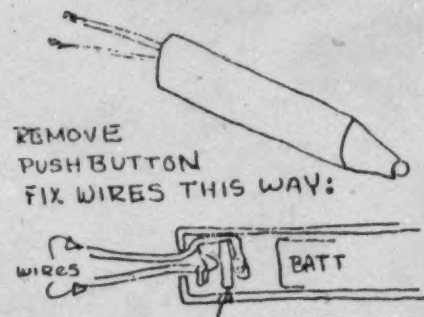


fig 5 - MAKING 'LECTRIC BOARD FLASHLITES.

RADIO SHACKTM LIGHTS:



"POCKET PEN LITE"



THE CIRCUIT:



Tape insulates two wires from one another - 1 wire touches case, the other the bottom of the battery

"COMPLEXITY"

The following are listed in order of complexity:

1. Where Do I Live?

Children have to group farm and zoo animals on a board with a picture of the correct animal home.

2. Where Does It Grow?

Children have to group fruit and vegetable pictures with the correct garden picture.

3. Where Am I?

Children classify words on a board under a snow or a beach scene.

4. Table Game

Children chose holiday pictures that go with a holiday name. A holiday name is printed on a table playing board and the corresponding word cards are placed on the table legs.

5. "The Outline Game"

On a game board designed in an outline format children will place the word cards to complete the outline.

I.	_____
A.	_____
B.	_____
C.	_____
D.	_____
II.	_____
A.	_____
B.	_____
C.	_____
D.	_____

PART II

On the following pages are listed some additional activities that have been developed and are offered as suggestions. These activities are just presented and specific directions have not been given as on the preceding pages.

Although these activities have not been presented in other than "paper and pencil" form, many lend themselves to creative attack by the imaginative teacher. "Mix and Match" games, parts of learning centers, small group activities could be created from these activities. Give'em a whirl and let us know how they work!

SEQUENCE OF EVENTS

11. The Reading Process - Each group of words here is a part of a sentence -- a beginning, a middle, or a last part. When you put them in the right order, they make a sentence. In each box you are to put 1 in front of the first part, 2 in front of the middle part, and 3 in front of the last part of the sentence.

Example: (1) _____ Friday was the day
 _____ on her vacation
 _____ that Miss Spruce started
 (2) _____ clear the table
 _____ Patty helped
 _____ and wash the dishes
 (3) _____ and disappeared
 _____ the starving beast
 _____ leaped from the cage
 (4) _____ these new books in the right order
 _____ on the new bookshelf"
 _____ Ruth said, "I'm going to put
 (5) _____ so that the bee would fly out
 _____ the window of the bus
 _____ Mr. Hunter was going to raise

12. Ask students to bring in their favorite comic strips from the newspaper. Collect these for several days. Cut the comic strips into individual frames and place them in envelopes. Give these to students and allow them to arrange the pieces to tell a story.
13. Prepare short stories in which the numbered sentences are out of order. Pupils are directed to rearrange the sentences so they are in proper order.

Example: 1. The strange man walked to the door and rapped.
 2. The man was invited into the house.
 3. The dog barked when he heard the sound.
 4. The lady of the house went to the door and opened it.

Correct answers can appear on the back of the exercise, making this a potentially self-directed activity.

INFERENCE

14. Select or prepare several sentences for each student. For each sentence provide three or four alternative answers, one of which is most likely based on the sentence.

Example: 1. The Applegates lived near the ocean in the Eastern part of the United States. They lived near the:
 Atlantic Ocean; Pacific Ocean; Indian Ocean.

15. Begin reading a story to the class but stop before completing it. Provide students with several possible endings and discuss which one is best and why.

16. Select or prepare several paragraphs for students. For each paragraph provide three or four questions which are not answered directly by the facts in the paragraph. Have students prepare answers for the questions.

Example: Henry flinched as he touched his bruised, swollen eye. He was angry at himself for not being more careful yesterday in practice. The first game of the season when Henry stepped right in front of the pitcher's first throw.

- (1) What happened to Henry?
- (2) What kind of practice was it?

MOOD

17. Provide students with large pieces of drawing paper and make crayons available but not yet distributed. Play an instrumental record for three to five minutes while students listen. Turn off the record player and allow students to choose crayons. Turn the record player back on and allow students to draw anything they feel like. At the end of an appropriate time, ask students to write how they feel on the back of their pictures. As students share their pictures with the class, the class tries to determine how the artist is feeling.
18. Have students collect pictures of faces from magazines and bring them to school. Put the pictures in a place where all of the students can see them and discuss how the person in the picture might feel and how the person in it makes the student feel to look at the picture. Students may want to write stories about the people in the pictures.
19. Have students collect pictures of people from magazines. Give one picture to each student and ask him to write a short story about the picture. Collect the pictures and stories. Put the pictures on the bulletin board and then read a story and see if the students can guess which picture it is about. Do this for all of the stories and discuss each when students do not agree. This is an open-ended activity.

AUTHOR PURPOSE

20. Provide students with several types of books and articles (comics, cookbooks, science texts, fiction, history . . .). Have them classify the books and articles as to why they were written.
21. Divide students into several small groups. Working together, each group prepares a short story to be read to the class. After hearing the story, members of the class try to determine the reason why the group wrote the story.

22. Provide students with several sets of paragraphs. In each set there are two paragraphs with the same main theme. One of the paragraphs in the set is written so as to provide the reader with factual information about the theme and the other tells a humorous story about the theme. Have the students read the paragraphs in each set and tell why each was written.

Example: The theme might be raccoons. One paragraph gives facts about the raccoon and the other tells of humorous incidents when a raccoon gets into a camper's tent.

CAUSE OR EFFECT

23. Prepare or select several long paragraphs which describe several events that result in the occurrence of a final event. Ask the students to determine what happened to cause the final event.

Example: Charlie left for work late one morning because the alarm clock didn't ring. Being late caused him to hurry and he slipped on the sidewalk and twisted his ankle. At work he spilled his coffee on some very important papers and the boss was angry. On the way home that evening, Charlie was caught in the rain and his new shirt faded on his pants. When Charlie got home he kicked the cat.

Question: What happened that made Charlie kick the cat?

24. Select or prepare several short paragraphs in which there is a final act. Ask the students to explain why the final act occurred.

Example: Jack skipped out of the house and ran to his favorite climbing tree. As he neared the top, a branch broke and he fell to the ground.

Question: What happened to make Jack fall? (The branch broke.)

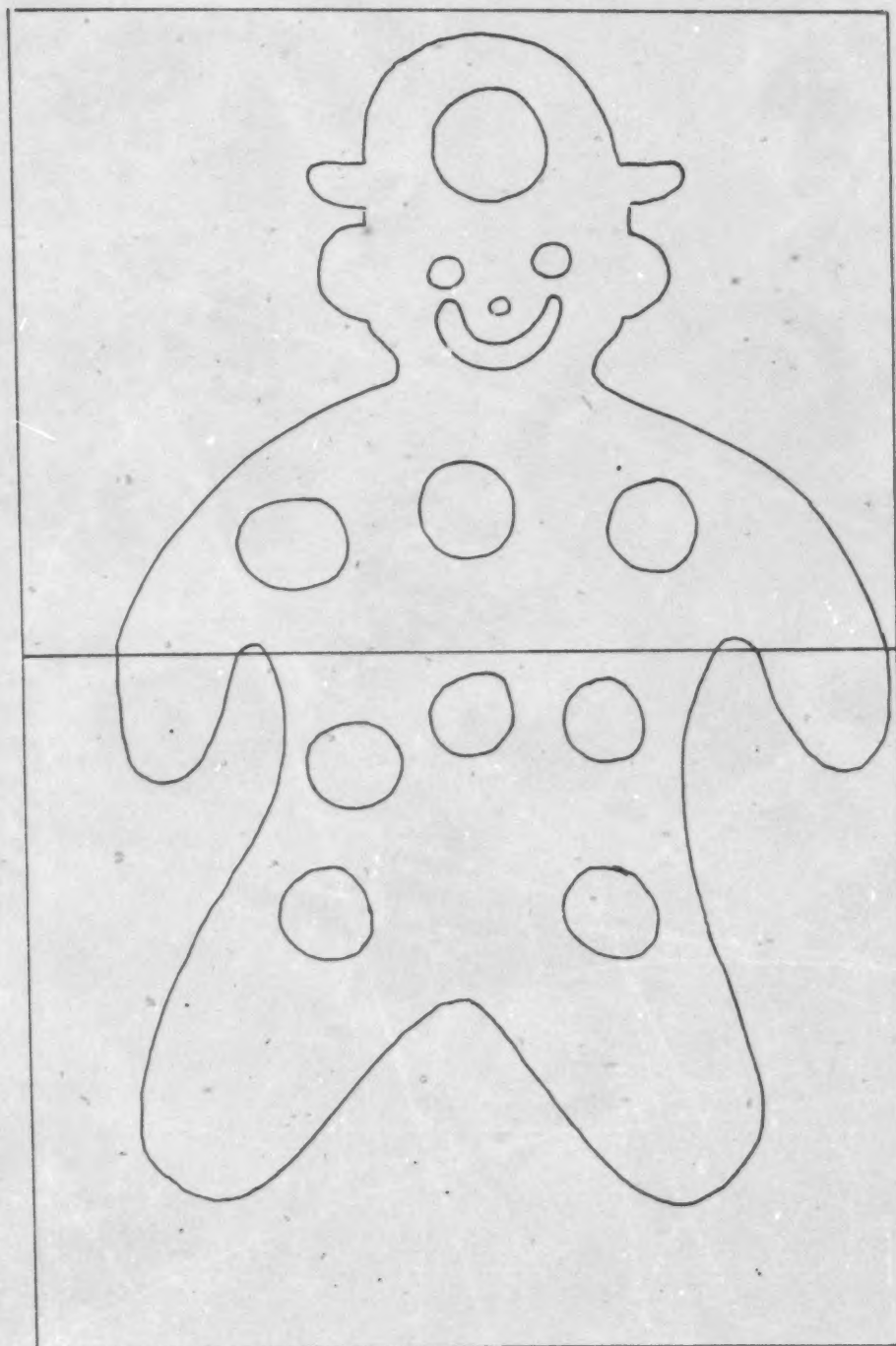
BEAN BAG TOSS

PURPOSE: Left to teacher, could be work recognition, could be say the letters or even beginning sounds.

The object of the game is to toss the bean bag through one of the holes. The pupil then says what is printed on the hole. Advanced pupils could keep their own score. The pattern presented here is a snowman, but it could be a turkey, a valentine, an Easter bunny to fit the season. This activity is limited only by the teacher's imagination.

PATTERN for BEANBAG TOSS

1. Tape together two sheets of poster board
2. Cut out, color & label.



HINT: Draw freehand, or enlarge with opaque or overhead projector.



TWISTER

PURPOSE: Review of Vowels

This activity allows for movement, as well as reviewing vowels. Again it is adaptable to other than vowels. You need at least three children for this game. Spread cloth with long and short vowels painted on in corner of room. Umpire reads words, player needs to decide if word has a long or short vowel and place either a hand or a foot on long or short vowel. Game is over when player has placed two hands and two feet on appropriate vowels. This may get a little noisy but it is fun.

MATCH THE CONTRACTION

PURPOSE: To help children identify contractions.

Again this idea can be adapted to other items other than contractions. However we have pasted contractions on wooden clothes pins. The learner matches it with the two words on the contraction wheel.

A teacher or student umpire can check the answers when complete.

Specifically the game could follow these directions:

1. Draw a clip clothes pin from a box.
2. Read the clip.
3. Clip it on the right word
4. If the word is missed the other player is given the clip to match
5. One point for each correct answer.
6. Child with most points wins (this is not important).



FISH

PURPOSE: Multi-purpose. This specific example develops basic vocabulary.

This is a fun game especially with primary grade children. Children can even put this game together with only a little help from the teacher if given the materials.

DIRECTIONS:

This game may be played by one child or a group of children.

1. Child lowers pole into large box.
2. When fish is attached pole is raised.
3. The child must read the words. If he cannot it is put back into the pond.
4. The child with the most fish at the end of the game is the winner.

* Alternate skill is using the numbers written on the card and adding them together to develop basic combination of addition and subtraction.



WORD ANALYSIS

PURPOSE: To give child practice in working with prefixes, suffixes, contractions, antonyms, synonyms and syllables.

Grade: 4-6; Materials: Cardboard, oak tag cards of different colors; Die; 2 to 4 players.

DIRECTIONS

1. Die is rolled
2. Child moves appropriate number and draws card of that color.
3. When card is drawn, child must do specified skill
 - a. yellow-read word then give synonym
 - b. blue-read prefix use word with that prefix
 - c. orange-contractions read contraction give two words that make up the contraction
 - d. brown-read word divide into syllables
 - e. gold-read word and give antonym
 - f. white-read word and give homonym
 - g. red-read ending give a word with that ending
4. First child to reach finish is the winner
5. If error is made child moves back two spaces.

This exercise is the mixing of several activities into one. Hopefully, the group of children working will receive drill from all portions of the activity and will also learn from each other.

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PICK AGAIN	YELLOW	PREFIX	ANTONYM	CONTRACTION	SUFFIX	GOLD	MOVE BACK TWO
BROWN	BROWN	BLUE	GOLD	ORANGE	RED	BROWN	
BLUE	RED					RED	
ORANGE	ORANGE					ORANGE	
RED	RED					RED	
GOLD	GOLD					GOLD	
YELLOW	YELLOW					YELLOW	
BROWN	BLUE					BROWN	
GOLD	WHITE					GOLD	
YELLOW	YELLOW					YELLOW	
BROWN	ORANGE					BROWN	
GOLD	WHITE					GOLD	
BROWN	BLUE					BROWN	
GOLD	ORANGE					GOLD	
BROWN	RED					BROWN	
GOLD	ORANGE					GOLD	
BROWN	WHITE					BROWN	
GOLD	BLUE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	RED					GOLD	
BROWN	YELLOW					BROWN	
GOLD	WHITE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	BLUE					GOLD	
BROWN	RED					BROWN	
GOLD	ORANGE					GOLD	
BROWN	WHITE					BROWN	
GOLD	BLUE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	RED					GOLD	
BROWN	YELLOW					BROWN	
GOLD	WHITE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	BLUE					GOLD	
BROWN	RED					BROWN	
GOLD	ORANGE					GOLD	
BROWN	WHITE					BROWN	
GOLD	BLUE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	RED					GOLD	
BROWN	YELLOW					BROWN	
GOLD	WHITE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	BLUE					GOLD	
BROWN	RED					BROWN	
GOLD	ORANGE					GOLD	
BROWN	WHITE					BROWN	
GOLD	BLUE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	RED					GOLD	
BROWN	YELLOW					BROWN	
GOLD	WHITE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	BLUE					GOLD	
BROWN	RED					BROWN	
GOLD	ORANGE					GOLD	
BROWN	WHITE					BROWN	
GOLD	BLUE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	RED					GOLD	
BROWN	YELLOW					BROWN	
GOLD	WHITE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	BLUE					GOLD	
BROWN	RED					BROWN	
GOLD	ORANGE					GOLD	
BROWN	WHITE					BROWN	
GOLD	BLUE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	RED					GOLD	
BROWN	YELLOW					BROWN	
GOLD	WHITE					GOLD	
BROWN	ORANGE					BROWN	
GOLD	BLUE					GOLD	
BROWN	RED					BROWN	
GOLD	ORANGE					GOLD	
BROWN							

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WHITE CARDS

BLUE
MEET
PAIL
SALE
SEE
SENT
SON
TOO
WAIT
WRITE
WEAK

YELLOW CARDS

ALLOW
BRAVE
CENTER
CHOOSE
INJURE
LEVEL
LITTLE
MISTAKE
QUICKLY
SHY

BROWN CARDS

ADOPTION
BETTER
BLUE
CHAPTER
CIRCUS
COLLECT
COMBINE
LONGER
MOUNTAIN
REMEMBER
SUNSET
UNDERLINE

ORANGE CARDS

DON'T
HE'LL
I'M
LET'S
SHE'S
SHOULDN'T
THEY'RE
THEY'VE
WASN'T
WHERE'S
WON'T

53

BLUE CARDS

BI
INTER
MIS
POST
PRE
RE
SEMI
SUB
TRANS
UN

GOLD CARDS

CLEAN
FAST
FIRST
FULL
PRETTY
QUIET
SICK
STRONG
SWEET
WARM

RED CARDS

ABLE
ED
EN
ER
EST
FUL
ING
LESS
LY
S or ES

USE THE BLEND

PURPOSE: To review the beginning blend sounds.

This activity allows a group of children to practice the blend sounds or any others. The board idea can be adapted to fit other skills.

Follow these directions:

1. Die is thrown, person with highest roll is first, etc.
2. Each child in turn throws die and moves the appropriate spaces.
3. State the blend and state a word beginning with that blend.
4. If an incorrect response is given the player moves back to the original position before the die was thrown.
5. Child who reaches the finish line first is the winner.

Use The Blend Gameboard
(Poster Board, Approx. 14x24")

 Lose Turn	kn	Use the Blend	sp	 Free Turn
	sw		ch	
	sl		pr	
	fr		wh	
	sh		pl	
	tr		dp	
	pl			
	sk			
	br			
	th			
 Free Turn	wr			FINISH START
	th			
	br			
	sk			
	pl			
	tr			
	sh			
	fr			
	sl			
	sw			
	kn			

WIDE AWAKE WORDS 

WORDS WITH SLEEPY SPOTS 

PURPOSE: To identify silent letters in words.

This is a difficult skill. Hopefully, this activity will help children practice after this skill has been taught.

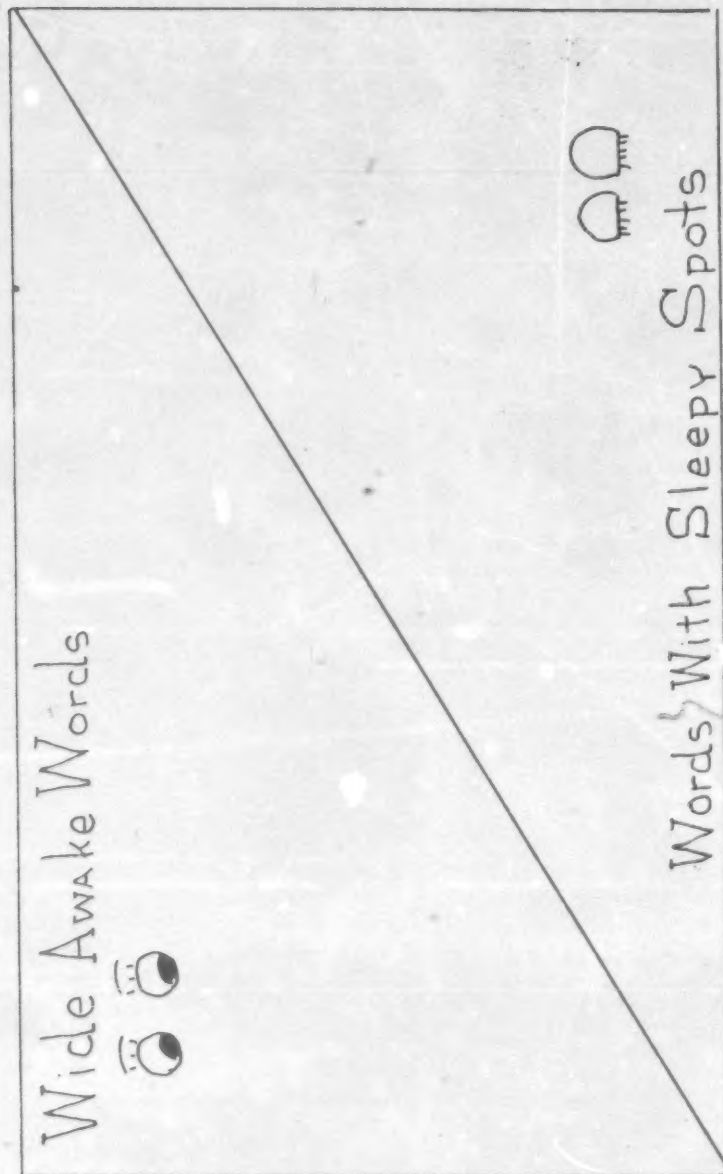
This game may be played with one or two players.

DIRECTIONS:

1. Each child is given a group of cards face down.
2. The child turns one card face up, read the word and decides if it has awake sounds, where all the letters are heard; or sleepy sounds where a silent letter is present.
3. The child then places it in the correct section of the board.
4. If a word is missed the other child keeps the word.
5. Child with most correct cards is the winner.

* This game can be used to introduce and practice the silent-e-rule and the diagraphs -oa-, -ui-, etc.

GAMEBOARD: WIDE AWAKE WORDS / WORDS WITH SLEEPY SPOTS
(POSTER BOARD: 14 x 24 in)



Some Words*
To Use:

goat
box
toe
new
hop
rain
fruit
plan
road
pan
note
neat
soap
meat
pile
tie
past
bike
cake
bed
cub
pit
game
bone
tail
rat
cute
got
bet
not

* Make cards from poster board,
tag board, or
constr. paper

Filmstrips for Students to Make

(This activity adapted from one created by Tom Evans, Alachua County Schools)

Kids are media minded. . . and simple filmstrips offer a way for them to experiment with story-writing, planning, and sight-and sound.

TO PERFORM THIS ACTIVITY YOU WILL NEED:

1. thermal transparency material.
2. thermal transparency machine (check your office).
3. dittos of the following worksheet:

How to do it:

- (1) First, use the Xerox master sheet (enclosed) to make a ditto master of the filmstrip pattern. Make enough dittos to provide each child involved in the activity with enough FRAMES (an individual picture on a filmstrip) to complete their 'strip (make a few extra for mistakes).
- (2) Cut the ditto patterns into strips. Tape (or have the children do so) one of these to the left side of a sheet of paper. The result is a STORYBOARD.
- (3) Have the children draw their pictures in each frame on the ditto strip. Also, have them outline each frame in pencil. (NOTE: To work, the drawings should be in pencil, preferably heavy-lined, and simple in nature).
- (4) Have them write their story or script next to the frame on the remainder of the storyboard papers.
- (5) Collect the storyboards and remove the ditto strips. Attach these to a sheet of paper.
- (6) Make a transparency of each "pasted up" sheet of strips.
- (7) Carefully cut the resulting transparency into strips. Cut outside the frame lines the children have drawn, but make the strips only a very little wider than the frames (real filmstrips have perforations that engage teeth in the projector, these homemade filmstrips must slide between the teeth).
- (8) Return the strips to the children. Have them color the strips with permanent markers. Use clear tape to splice together long stories.
- (9) Attach a leader of tag board to the beginning of the filmstrips. This leader should be the same width as the filmstrip.
- (10) Feed the finished filmstrips through the machine by hand. If you desire, have the children read their scripts on tape.



Hey! This is not as complicated as it looks.

FILMSTRIPS

(1)
DRAW, TRACE IN PENCIL
WITHIN THE INSIDE RECTANGLE AREA

(2)
TRACE INSIDE LINES
WITH PENCIL

(3)
PASS THROUGH A COPY MACHINE
WITH TRANSPARENCY FILM

(4)
ON FILM COPY, CUT OUT
STRIPS ALONG LINES



*DITTS

PICTURES

TAPES

sample FILMSTRIP STORYBOARD SHEET
COPY

COFY

- 1.

- 2.

- 3.

- 4.

- 5.

- 6.

- 3.

- g.

- 9.

- 10.

- 11.

- 12.

- 13.

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